

Assessment in PE





About me

- ▶ Qualified Secondary PE teacher for 10 years and taught Primary PE for 7 years.
- ▶ North Yorkshire Sport PE Consultant
- ▶ Director of Kanga Sports- mission is to support Heads and PE Coordinators to increase the quality of PE within schools.
- ▶ Uganda- Helping develop a PE curriculum and assessment structure.

Assessment

Assessment is an integral part of teaching & learning.

Establish simple and effective ways of measuring progression.

Track progress from year to year.

Use different assessment methods.

Assessment and lessons:

Acquiring and developing Skills

- ▶ **Understanding-** All children can provide an understanding of the skill or topic they are learning.
- ▶ **Demonstrate-** Students should be able to demonstrate the skill/activity in a non-competitive environment.

Applying Skills and using Tactics

- ▶ **Perform-** Many students will be able to demonstrate the basic skill/ activity in a competitive environment. This does not mean it has to be a full-fledged game it can be small games etc.

Evaluate and improve performance

- ▶ **Evaluate-** This allows students to demonstrate their knowledge.

Objective: To pass a football with correct technique

How to.....

1. Use the inside of the foot
2. Non kicking foot next to ball pointing in the direction of the ball.
3. Head directly over the ball.
4. Kicking leg follow through and pointing towards receiver.



I can describe/ explain how to pass a ball using the correct technique.



I can sometimes pass the ball using the inside of my foot to my partner.



I can use the correct technique most of the time to pass the ball to my partner.



I can pass a ball correctly during a game.



I can tell my partner what they are doing well and how they can improve

Making Assessment Simple

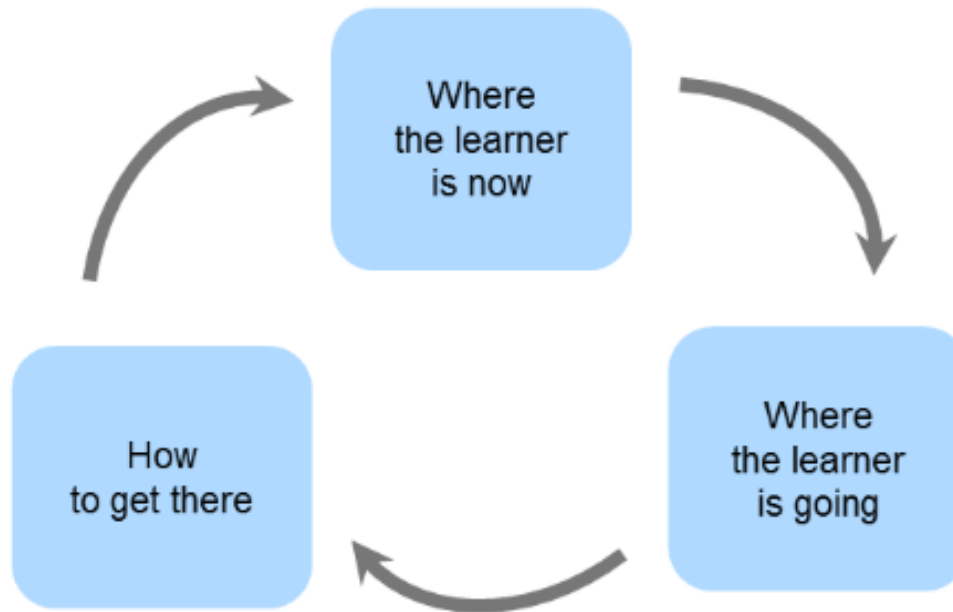
Assessment of Learning (Summative)

- Generally performed at the beginning and end of a block

Assessment for Learning (Formative)

- Great for PE
- Gives pupils an active role in the assessment process.

AFL Thought Cycle:



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Features of Assessment For Learning (formative)

Target/outcome
led

Questioning

Teacher
feedback

Peer assessment

Self assessment

Analysis

Assessment of Learning (Summative)



Baseline

AFL
I can Charts

Final

Key stage 1

Gross and fine motor Skills
Fundamental skills A,B,C's (Agility, Balance and Coordination)



Run

Jump

Hop

Skip

Throw

Catch

Key Stage 2

Pupils should be taught to:

- ▶ play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- ▶ develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- ▶ perform dances using a range of movement patterns
- ▶ take part in outdoor and adventurous activity challenges
- ▶ compare their performances with previous ones and demonstrate improvement to achieve their personal best

Three different components to think about

In its basic form

- ▶ Acquiring and developing skill
- ▶ Applying Skills and tactics
- ▶ Evaluating and improving performance

		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Extended Year 7
Acquiring and developing skills	Games	Copy and repeat simple skills	Copy, remember and repeat simple skills with control and co-ordination	Select and use skills and ideas with co-ordination and control	Pupils can link movement phrases together with increased precision.	Performance shows precision, control and fluency	Consistent performance showing precision, control and fluency	Select the most appropriate skill or movement phrase to allow precision and accuracy.
		Throw and catch a ball with a partner	Pass a ball accurately to a partner over a variety of distances	Travel whilst bouncing a ball showing control	Travel with a ball showing increasing control using both hands and feet.	Travel with a ball showing changes of speed and directions using either foot or hand.	Dribble effectively around obstacles. Show precision and accuracy when sending and receiving	Dribble and pass, showing precision, accuracy and scoring goals with ease. Can receive and send ball, making sensible choices.
		move fluently, changing direction and speed easily and avoiding collisions	perform a range of rolling, throwing, striking, kicking, catching and gathering skills, with control	use a range of skills to help them keep possession and control of the ball	Know and use a range of skills that allow them to keep hold of the ball, before passing to a member of their team.	use a range of techniques when passing, <i>eg high, low, bounced, fast, slow</i>	perform skills with accuracy, confidence and control combine and perform skills with control, adapting them to meet the needs of the situation	Adapt their play for the needs of the game, perform a range of skills with accuracy, adapting to allow them to keep hold of the play within their team.
		show control and accuracy with the basic actions for rolling, underarm throwing, striking a ball and kicking	show a good awareness of others in running, chasing and avoiding games, making simple decisions about when and where to run	perform the basic skills needed for the games with control and consistency use a range of skills with increasing control	Perform an advancing range of skills with accuracy and control, repeatedly in a range of situations. Use a range of different skills with increasing control and skill	keep a game going using a range of different ways of throwing	play shots on both sides of the body and above their heads in practices and when the opportunity arises in a game	Can use both sides of the body with equal confidence and can control when in the air and on the ground.
						strike a ball with intent and throw it more accurately when bowling and/or fielding	use different ways of bowling	Can bowl and pass the ball with an increasing range of technique and skill
Pupils link simple actions and skills		Pupils vary skills, actions and ideas. They begin to show some understanding of simple tactics	Pupils show that they understand tactics and composition by starting to vary how they respond	Pupils can link tactics and skills together with increased precision.	Pupils link skills, techniques and ideas accurately and appropriately	Pupils select and combine skills, techniques and ideas demonstrating their knowledge of tactics, strategies and composition	Select the most appropriate skill or movement phrase to allow precision and accuracy.	
Choose and use skills effectively for particular games, understanding the concepts of aiming, hitting into space, and taking the ball to a good position for aiming		They vary skills and show some understanding of simple tactics	In pairs, make up a game and play a simple rallying game. use a range of skills to keep possession and make progress towards a goal, on their own and with others	In small groups make up a game with simple rules. Use a range of learnt techniques to ensure fair play and that they know how to score goals and win the game.	Effectively play a competitive net/wall game keep and use rules they are given	Play recognized version of net game showing tactical awareness and knowledge of rules and scoring.	Recognise the different rules for the games in which they are playing, showing that they can umpire fairly as well as play the game.	
		choose and use tactics to suit different situations react to situations in a way that helps their partners and makes it difficult for their opponents	choose good places to stand when receiving, and give reasons for their choice choose and use batting or throwing skills to make the game hard for their opponents	Choose where they should position themselves to be a defender and an attacker. Choose the best skills to use to play the different sides within a game, knowing the skills that they should use to be successful.	try to make things difficult for their opponent by directing the ball to space, at different speeds and heights	they play, choosing and using skills which meet the needs of the situation choose when to pass or dribble, so that they keep possession and make progress towards the goal	They have a wide range of skills that they can choose and use effectively to keep possession and score goals. They can also defend effectively when possession moves to the other team.	
use skills in different ways in different games, and try to win by changing the way they use skills in response to their opponent's actions					judge how far they can run to score points	hit the ball with purpose, varying the speed, height and direction hit the ball from both sides of the body	They are able to hit the ball with skill, precision, speed and direction using both sides of their body so that their team keeps possession	
Selecting and applying skills, tactics and compositional ideas								

Acquiring and developing skills

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>*Hold a balance whilst walking along a straight line. *Zig zag through a series of markers spaced evenly, about 2m apart. *Hop on the spot using the same foot. *Jump for distance. *Jump for height. *Catch a bean bag. *Throw a small ball underarm, using the correct technique.</p> <p><u>Games</u> I can throw underarm I can hit a ball with a bat I can move and stop safely I can throw & catch with both hands I can throw and kick in different ways</p> <p><u>Gymnastics</u> I can make my body curled, tense stretched and relaxed I can control my body when travelling and balancing</p> <p><u>Dance/movement</u> I can move to music I can copy dance moves I can move safely in a space</p> <p><u>General</u> I can copy actions I can move with control & care I can use equipment safely</p>	<p>*Zig zag through a series of tightly spaced markers. *Hop along a straight line using the same foot. *Jump for distance controlling the landing. *Jump for height with a controlled landing. *Catch a small ball. *Throw a small ball overarm, using the correct technique.</p> <p><u>Games</u> I can use hitting, kicking and/or rolling in a game</p> <p><u>Gymnastics</u> I can work on my own and with a partner</p> <p><u>Dance/movement</u> I can change rhythm, speed, level and direction in my dance I can dance with control and co-ordination I can use dance to show a mood or a feeling</p>	<p>*Balance on one foot. *Climb a set of wall bars (or similar). *Perform a side stepping gallop. *Run at speed over a distance.</p> <p><u>Games</u> I can throw and catch with control</p> <p><u>Gymnastics</u> I can adopt sequences to suit different types of apparatus and criteria</p> <p><u>Dance/movement</u> I can share and create phases with a partner and small group</p> <p><u>Athletics</u> I can run at fast, medium and slow speeds; changing speed and direction I can take part in a relay, remembering when to run and what to do</p>	<p>*Complete a forward roll and land on the feet. *Skip forwards in a fluid motion. *Kick a ball accurately. *Pass a ball from chest height to a partner.</p> <p><u>Games</u> I can catch with one hand I can throw and catch accurately I can hit a ball accurately with control</p> <p><u>Gymnastics</u> I can work in a controlled way I can include change of speed and direction I can include a range of shapes</p> <p><u>Dance/movement</u> I can use dance to communicate an idea</p> <p><u>Athletics</u> I can run over a long distance I can sprint over a short distance I can throw in different ways I can hit a target I can jump in different ways</p>	<p>*Perform a sequence of one footed leaps. *Gallop with a fluid motion. *Dribble a football between cones.</p> <p><u>Games</u> I can use forehand & backhand with a racket I can field I can choose a tactic for defending & attacking I can use a number of techniques to pass, dribble and shoot</p> <p><u>Gymnastics</u> I can make complex extended sequences I can combine action, balance and shape</p> <p><u>Dance/movement</u> I can perform to an accompaniment My dance shows clarity, fluency, accuracy and consistency</p> <p><u>Athletics</u> I am controlled when taking off and landing I can throw with accuracy</p>	<p>*Perform a 'drop-kick'. *Perform a 'basketball dribble'. *Strike a ball with a range of bats for accuracy and distance.</p> <p><u>Games</u> I can explain rules I can umpire</p> <p><u>Gymnastics</u> I can combine my work with that of others I can link sequences to specific timings</p> <p><u>Dance/movement</u> I can choose my own music and style</p> <p><u>Athletics</u> I can demonstrate stamina</p>

Keep Tracking Simple

Ideas:

- ▶ **Traffic Lights:** Green-Mastered/ working beyond expectations
Yellow/Amber- Working at Expectations
Red- Working towards
- ▶ **Grades-** A- Mastered
B- Working at expectations
C- Working towards
- ▶ **Numbered-** 1- Mastered
2- Working beyond expectations
3- Working at expectations
4- Working towards expectations



Tracking Progress

- ▶ Keep it simple
- ▶ KS2
- ▶ Year to year

[illegible]

Have a clear assessment strategy and stick to it!!!

Simple

- Use simple methods that you feel happy using.

AFL

- Provides indication of how students are progressing throughout the block.

Focus

- On the progress of the child rather than the ability to perform to skill. E.g catching properly using the hands rather than arms etc

Track

- Use a simple method to keep track of students progress.

For more information regarding any on what Kanga Sports provides, CPD courses and Physical education questions please feel free to contact me:

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<http://www.kangasports.co.uk/helping-your-school/>